

## **CHAPTER III**

### **RESEARCH METHOD**

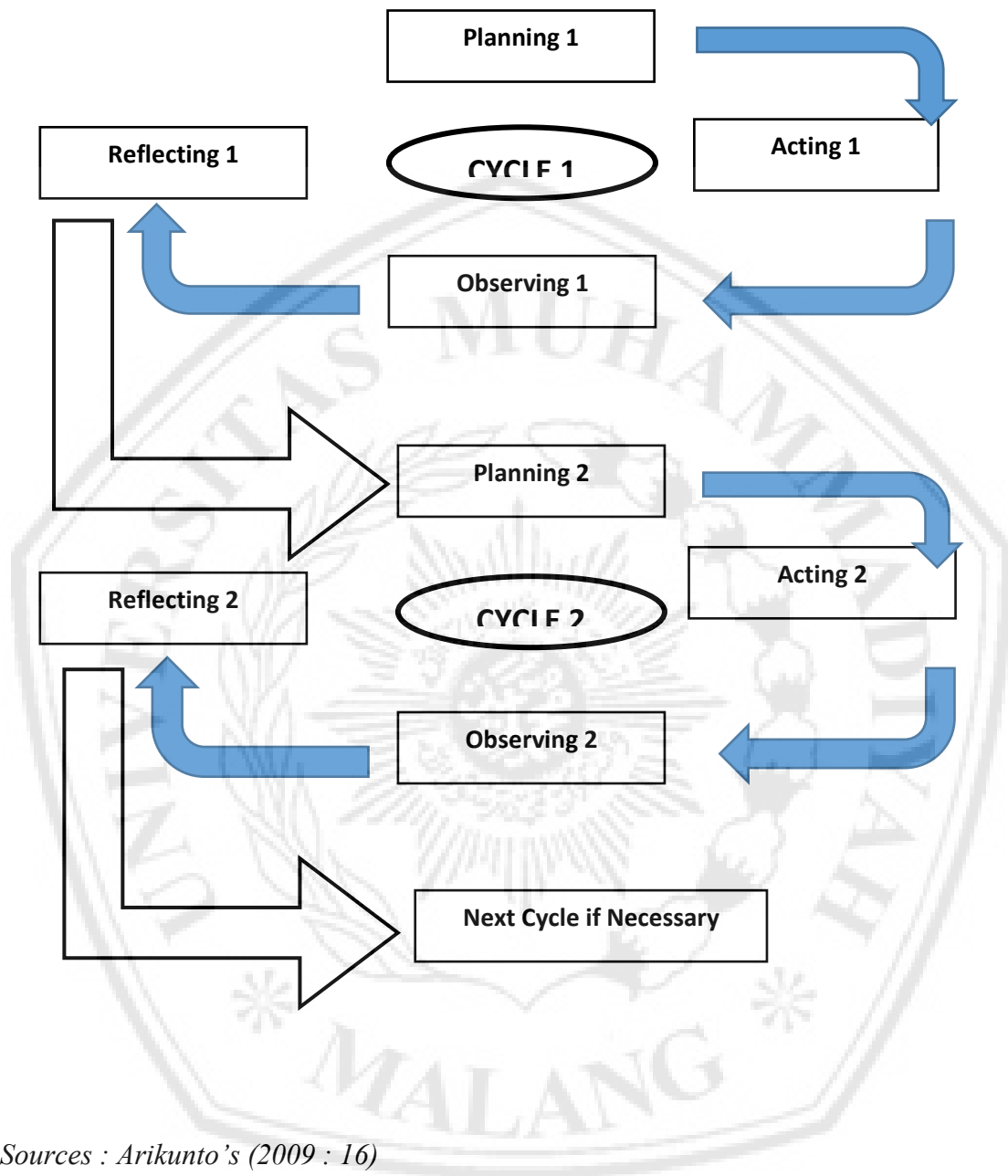
Research methodology deals with a series of system in doing or studying a research. Considering that, this chapter outlines all procedures used in conducting the research. It consists of research design, research object, research instrument, data collection, and data analysis.

#### **3.1 Research Design**

This study is aimed at implementing the debate in order to solve the classroom problem in the teaching of speaking. Therefore, the classroom action research (CAR) design is chosen for this particular study since the problems to be solved come from the classroom setting. The objective of the implementation of classroom action research is to solve the problem found in the classroom setting as well as to improve the quality of teaching and learning process. Ary (2010:51) states that action research is a process to improve their own practice.

The method is to know how the teacher can organize his teaching and learning condition from their own experience. He can try an idea as reparation in their teaching learning process and look the real effect of those efforts (Rochiati: 2005). Based on Arikunto (2009 : 16), there are four components in one cycle for doing classroom action research. It consists of planning, implementing, observing, and reflecting. In planning stage, the researcher planned the implementation of debate and peer assessment; prepared the teaching strategy, designed a lesson plan, provided media, made assessment sheet, and determined criteria of success. In the implementation stage, the researcher applied the strategy. In observing stage, the researcher collected the data. In reflecting stage, the researcher evaluated the result of the implementation of the strategy and drew the conclusion whether the strategy was success or not by comparing to the criteria of success. The study was conducted at XIA graders of SMAN 1 Ngoro Mojokerto. The stages of the implementation of classroom action research in this study can be seen in Figure 3.1.

**Figure 3.1 :Arikunto's Action Research Design**



*Sources : Arikunto's (2009 : 16)*

### **3.2 Setting and Subject of Research**

This research was conducted in SMAN 1 Ngoro Mojokerto. The subject of this research was XIA graders, which consisted of 28 students in class. Most of the students had low achievement in English, especially about the speaking. According to the result of interview, they had problem in speaking up during the learning process. The teacher often had difficulty in stimulating the students in order to make an active learning and teaching process. Another reason why XIA graders were difficult to speak English because the interest to speak is very low. Therefore, the researcher tried to apply “debate technique” to improve their speaking. In this research, the researcher collaborated with the English teacher of SMAN 1 Ngoro Mojokerto. The researcher did the implementation of debate while the English teacher observes the researcher.

### **3.3 Data Collection**

Data collection drawn the research instruments and the procedure to collect data. Therefore, in this part, data collection were divided into two sub discussion, were research instruments and research procedure.

#### **3.3.1 Research Instruments**

Research instrument is a tool which is used in the study to collect the data (Maslihah, 2012). In this study, the researcher selected test and observation as instrument to measure students’ achievement and students’ responses during the activities. The students’ test will be scored by using the rating scores of oral test by Brown (2001: 406-407). Then, the researcher would scoring students’ speaking test in teaching learning process in cycle 1 and cycle 2 by using table assessing students’ achievement.

##### **1) Test**

Tests are valuable measurement instruments for educational research. A test is a set of stimulus/excitement presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned (Ary et al. 2010:201). The purpose of using debate with proper motions test as instrument is to identify students’ achievement

and interest in speaking. The test was given also to get the scores in order to know the progress of the students' speaking and help them to achieved the minimum criteria of completeness (KKM) which is 75.

The researcher used an achievement test to measure the students' progress in speaking. The forms of tests are spoken test in the form of debate. From those forms, the researcher can get score directly the specific learning. The scoring can be done quickly and easily. There are five aspects of assessment in speaking. They are grammar, comprehension, fluency, vocabulary, and pronunciation.

The researcher observed the activity in the class during teaching and learning process. Then, debate test was given after the researcher implemented debate technique. The researcher analyzed based on the observation during teaching process to find out the problems that made students difficult to speak up and find the solution of them. The next test would be given at the end of each cycle, and the test would measure the students' comprehension of speaking.

## **2) Observation**

The observation checklist was used to obtain the information concerning with the implementation of the *Debate* technique in teaching and learning of speaking. In this research, the collaborator used observation checklist to observe students' involvement during the implementation of the technique and the teacher performance during teaching and learning process.

### **3.3.2 Research Procedure**

This research uses a classroom action research. The method is to know how the teacher can organize his teaching and learning condition from their own experience. The researcher is able to try an idea as reparation in their teaching learning process and look the real effect of those efforts.

There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research is arranged into two cycles. They are cycle one and cycle two. The researcher will collaborate with the speaking teacher who teaches XIA graders of SMAN 1 Ngoro Mojokerto. The activities that will be done in each cycle is as follows:

## **1. Pre-cycle**

In pre-cycle the researcher intends to know the initial condition of the students. The researcher observes students' activity in speaking class. Based on the observation the researcher knows the problem that is happened to the students and their difficulties in speaking.

## **2. Cycle 1**

The teacher uses debate technique in teaching speaking. The topic was expressing agreement and disagreement. The procedure is as follows:

### **a. Planning**

1. Arranging lesson plan
2. Preparing the media related to the material.
3. Preparing teaching material.
4. Preparing checklist observation.
5. Making the test material.

### **b. Action**

1. Teacher explains the material.
2. Teacher introduces debate technique to the students.
3. Teacher asks students to make group and conduct debate based on the topic given.

### **c. Observation**

The observation is done to check:

1. The students' activity in debate.
2. The students' response during the teaching and learning process.
3. The students' speaking skill improvement.

### **d. Reflecting**

This step is analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discuss and make evaluation to determine the next cycle.

### **3. Cycle 2**

#### **a. Planning**

1. Identifying the problem and make the solution for the problem.
2. Arranging lesson plan.
3. Preparing the media related to the material.
4. Preparing teaching material.
5. Prepare checklist observation.
6. Making the test material.

#### **b. Action**

1. Teacher explains the material.
2. Teacher introduces debate technique to the students.
3. Teacher asks students to make group and conduct debate based on the topic given.

#### **c. Observation**

The observation is done to check:

1. The students' activity in debate.
2. The students' response during the teaching and learning process.
3. The students' speaking skill improvement.

#### **d. Reflecting**

This step is analyzing the whole action that has been done. Based on the data that has been collected, teacher and researcher will discuss and make evaluation.

The researcher analyzes the result of all tests and compares the whole result of the students' achievement. As a result, researcher can make conclusion in conducting classroom action research.

### **3.4 Data Analysis**

Technique of data analyzed by descriptive statistic technique in order to find out the result of the study. According to Supardi (2009:131), descriptive statistics can be used to process data related to the characteristics adding, averaging, seeking median, seeking a percentage, and presents attractive data, and can follow the flow of thinking by using charts, tables, or diagram.

The data require to answer the research question under study was collected through administering all of test, some supporting additional data were gathered through administering from observation checklist to the students during teaching and learning process by using *Debate Technique*. In analyzing data, the researcher used some procedures as follow :

- 1) Analyzing the Observation Checklist for Assessing Students' Progress
  - a. Scoring the teacher activity by using following tables :

**Table 3.1 Observation Checklist for Assessing Students' Progress**

No	Aspects	Criteria Score			
		Weak	satisfactory	Good	Very good
		(1)	(2)	(3)	(4)
1.	Participation in class				
2.	Participation in conversation				
3.	Participation in discussion				
4.	Giving oral presentation (perform or answering question)				
5.	Pronunciation				
6.	Fluency				
7.	Felling confident about speaking				
<b>Total score</b>					

**Maximum score = 28**

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*Adapted from Matthew (1994, in Irianti:2011)*

**Note:**

Weak : shows minimal understanding of the subject

Satisfactory : shows simple conceptualization or uses vocabulary related to the subject

Good : Accurately expresses concepts relating to the subject

Very good : Demonstrates comprehension of the subject

**Source:** <http://www.csufresno.edu/cetl/assessment/> (click on IBScoring.doc)

- b. Calculating the percentage of students' progress by using the formula proposed by Sudijono (2005 : 320) :

$$\text{Percentage} = \frac{\text{total score}}{\text{maximum score}} \times 100\%$$

- c. Categorizing the results of the analysis of students' progress by using the table below as guide analysis the data :

**Tabel 3.2 Criteria Percentage Students' Progress**

Percentage Range	Category
90% - 100%	Excellent
80% - 89%	Very Good
70% - 79%	Good
60% - 69%	Low
≤60%	Failed

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*Source: Arifin (2010: 236)*

To analyze the students' speaking test, the researcher scores the students' speaking test by using the rating scores of oral test by Brown (2004:406-407) as followed:



**Tabel 3.3 The Rating Score of Oral Test**

<b>Rated qualities</b>	<b>Score</b>	<b>Behavioral statements</b>
<b>Grammar</b>	<b>1</b>	Frequent grammatical errors even in simple structures.
	<b>2</b>	Frequent grammatical errors even in simple.
	<b>3</b>	Frequent grammatical errors that do not obscure meaning.
	<b>4</b>	Some errors in grammatical structures .
	<b>5</b>	Accuracy and variety of grammatical structures
<b>Comprehension</b>	<b>1</b>	The speech is incomprehensible and the speaker does not know anything about what he has said.
	<b>2</b>	The speech is incomprehensible and the speaker knows about the speech.
	<b>3</b>	The speech is difficult to understand by listener.
	<b>4</b>	The speech is understood by listener and the speaker.
	<b>5</b>	The speech is easy to understand by both speaker and listener.
<b>Fluency</b>	<b>1</b>	The speech is slow and exceedingly hesitant.
	<b>2</b>	The speech is frequently hesitant with some sentences left uncompleted.
	<b>3</b>	The speech is relatively smooth but is characterized by some hesitation.

	<b>4</b>	The speech is smooth with few hesitations
	<b>5</b>	The speech is smooth deliver
<b>Vocabulary</b>	<b>1</b>	Speaking vocabulary inadequate to express anything
	<b>2</b>	Has speaking vocabulary sufficient to express himself.
	<b>3</b>	Able to speak the language with sufficient vocabulary
	<b>4</b>	Can understand and participate in any conversation.
	<b>5</b>	Rich use vocabulary
<b>Pronunciation</b>	<b>1</b>	Error in pronunciation are frequent.
	<b>2</b>	Accent is intelligible though often quite faulty
	<b>3</b>	Error never interfere with understanding and rarely disturb the native speaking
	<b>4</b>	Error in pronunciation are quite rare.
	<b>5</b>	Equivalent to and fully accepted by educated native speakers

The researcher scoring students' speaking test in teaching learning process by using table below:

**Tabel 3.4 Instrument for Assessing Students' Achievement**

Name / No. Absen : .....

No	Aspects	Scala Score (√)					Maximum score
		1	2	3	4	5	
1.	Grammar						20
2.	Comprehension						20
3.	Fluency						20
4.	Vocabulary						20
5.	Pronunciation						20
<b>Total Score</b>							100

To make it clear, the researcher converted the score of Brown to the category below:

5	: Very Good	= 20
4	: Good	= 16
3	: Satisfactory	= 12
2	: Weak	= 8
1	: Poor	= 4

The researcher continues by calculating the individual score in each cycle. Students were categorized "SUCCESS" if each students obtain score  $\geq 75$  and "FAILED" if each students got score  $< 75$ , which is minimal standart score – *Kriteria Ketuntasan Minimal (KKM)* English subjects in SMA 1 Ngoro Mojokerto especially for XII graders. The formula Sudijono (2005:318) is used to assess individual score:

$$\text{Individual Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

In the next step, the researcher calculates the average of students' speaking ability score in each cycle. It is to know how far the students' speaking ability. Here, the researcher used the formula proposed by Sudjana (2005:67)

$$\bar{X} = \frac{\sum x}{n}$$

$\bar{X}$  = mean

$x$  = individual score

N = number of students

Last, the researcher calculates the class percentage to know the criteria of success in the cycle had been achieved or not. It would be analyzed by using the following formula Sudijono (2005:320)

$$P = \frac{F}{N} \times 100\%$$

P = the class percentage

F = total students who reach score  $\geq 70$

N = number of students